



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

11820 S. Warner Elliot Loop, Phoenix, AZ 85044

Kyrene Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Evelyn Michell
Schedule : 07:15 AM to 03:45 PM
Grades : Pre-K-5
Web Address : www.kyrene.org
Phone Number : (480) 783-2800
Fax Number : (480) 783-5766
E-mail : emiche@kyrene.org

Mission

Lomas provides a safe learning environment for students, staff & community members. We want to support students in making successful choices academically, socially & emotionally. We will instill the lifelong love of learning, to be independent thinkers & learn to develop good decision-making skills through Character Education. Kyrene School District seeks to inspire & engage our diverse community of students, staff & families to ensure academic achievement & personal growth for every student.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase student achievement in the areas of reading, writing and mathematics.
- ü Increase students' skills in technology in the classrooms. Our first through fifth graders, Resource and Gifted students are using wireless laptops to support the integration of technology into the curriculum to help increase student achievement.
- ü Increase good decision-making skills and life skills in our students through the 'Six Pillars' of Character Education. These six pillars are: trustworthiness, respect, responsibility, fairness, caring and citizenship.
- ü Increase positive discipline for all students through our All School-wide Discipline program to Be Safe, Be Respectful & Be Responsible. All teachers are teaching the same expectations in every classroom for all areas of the school.

Enrollment

October 1, 2005 School Year Student Enrollment : 746
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 132

Instructional Programs

- ü All Day Kindergarten & Preschool
- ü Special Education
- ü Gifted & K-3 Academic Intervention
- ü English Language Learners
- ü Art, Music, PE & Technology Based Learning
- ü After School Skills Tutoring -Title I
- ü Native American Support
- ü Title I Academic Intervention

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

To provide learning opportunities for all students by providing alternative programs for students experiencing academic/social difficulties. Communicate with parents as needed in a timely fashion. Lomas Staff is dedicated to responding to parent phone calls/issues/concerns within twenty-four hours. Providing a safe school for students, staff, parents and community members is a priority.

Parents

We want our Lomas families to value education and to seek a balance between school work and outside activities. We want our parents to be a partner of learning with the school and their child by being supportive and getting involved. Provide resources at home for learning, or seek help if they need resources at home to help our children to be successful. Read with your children each day.

Transportation Policy

The Kyrene School District provides bus transportation for students who live one mile or more from school, or who live where there are hazards such as major arterial streets and/or intersections. For safety reasons, parents are encouraged to supervise their children at the bus stop. Drivers are not permitted to drop students at any stop other than the regularly assigned stop unless a parent/guardian or school administrator provides written approval.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Technology Grants (3 Teachers)	2000
ü Resiliency Grant (2 Teachers - Prevention Bullying)	2002
ü National Teacher Certified	2001
ü Teacher of the Year	2000

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	1893	80010	95	98	99	458	481	447	5	3	10	18	8	18	52	47	53	24	41	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	934	38935	98	99	99	465	483	447	2	2	9	14	8	19	58	49	55	27	41	17
Male	52	959	40974	91	98	98	451	480	448	10	4	11	23	9	18	46	46	52	21	41	19
African American	12	150	4201	80	96	99	424	447	430	8	7	17	42	17	23	50	59	51	NA	17	9
Hispanic	31	296	34545	97	98	99	450	459	432	6	6	14	13	14	24	58	56	53	23	24	9
Asian/Pacific Islander	NC	171	2068	NC	98	99	NC	503	474	NC	1	4	NC	5	10	NC	36	50	NC	58	36
American Indian/Alaskan Native	NC	62	3979	NC	94	96	NC	444	424	NC	15	17	NC	21	30	NC	50	47	NC	15	6
White	57	1214	35142	98	99	99	471	490	465	4	2	5	16	5	11	49	45	56	32	47	28
Students with Disabilities	21	252	10161	84	91	93	435	447	419	19	16	28	38	22	28	29	40	36	14	21	8
Students without Disabilities	90	1641	69849	98	100	100	464	486	451	2	1	7	13	6	17	58	49	56	27	44	19
Limited English Proficient Students	NC	53	14013	NC	91	97	NC	430	413	NC	13	24	NC	28	34	NC	49	39	NC	9	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	32	397	39029	89	97	98	437	452	432	9	10	14	28	16	25	50	54	52	13	20	9
Non-Economically Disadvantaged	79	1496	40981	98	99	100	467	489	462	4	1	6	14	6	13	53	46	54	29	47	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	1871	79438	92	97	98	467	479	451	2	2	9	18	12	24	64	63	56	17	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	929	38775	98	98	99	477	484	457	NA	2	7	15	9	22	63	65	58	22	25	13
Male	49	942	40560	86	96	97	455	474	446	4	3	12	20	16	25	65	61	54	10	20	9
African American	13	147	4178	87	94	98	434	454	439	8	5	13	38	27	29	54	58	52	NA	10	6
Hispanic	29	292	34297	91	97	98	468	462	434	NA	4	14	17	19	31	66	65	50	17	13	5
Asian/Pacific Islander	NC	170	2063	NC	97	99	NC	492	475	NC	1	3	NC	9	15	NC	61	63	NC	29	20
American Indian/Alaskan Native	NC	59	3940	NC	89	95	NC	451	429	NC	8	14	NC	32	36	NC	47	47	NC	12	3
White	56	1203	34887	97	98	98	473	485	471	2	1	4	13	9	15	68	64	63	18	26	18
Students with Disabilities	18	231	9588	72	83	88	444	447	416	6	10	30	33	29	32	44	48	34	17	13	5
Students without Disabilities	90	1640	69850	98	100	100	472	483	456	1	1	7	14	10	23	68	65	59	17	24	12
Limited English Proficient Students	NC	50	13856	NC	86	96	NC	421	407	NC	14	27	NC	46	43	NC	40	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	30	385	38685	83	94	97	456	452	435	NA	6	14	33	25	32	53	59	50	13	9	5
Non-Economically Disadvantaged	78	1486	40753	96	98	99	471	486	467	3	1	5	12	9	16	68	64	62	18	26	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	1898	79971	100	99	99	426	454	423	6	3	8	42	25	41	51	64	49	1	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	938	38974	98	99	99	452	469	437	NA	2	5	32	17	33	66	70	57	2	12	4
Male	58	960	40895	100	98	98	400	440	410	12	4	10	52	33	47	36	58	41	NA	5	2
African American	14	151	4203	93	96	99	382	429	411	14	8	11	64	32	45	21	56	43	NA	5	2
Hispanic	32	299	34481	100	99	99	432	440	410	NA	3	10	44	34	46	56	60	43	NA	3	1
Asian/Pacific Islander	NC	173	2067	NC	99	99	NC	475	449	NC	1	4	NC	16	28	NC	64	60	NC	19	8
American Indian/Alaskan Native	NC	64	3995	NC	97	96	NC	441	409	NC	3	10	NC	36	47	NC	52	42	NC	9	1
White	59	1211	35150	100	99	99	434	459	437	8	2	5	31	22	35	61	67	56	NA	9	5
Students with Disabilities	26	257	10258	100	92	94	377	412	377	19	11	23	58	44	51	23	42	25	NA	3	1
Students without Disabilities	91	1641	69713	99	100	100	440	461	429	2	1	5	37	22	39	59	68	52	1	9	3
Limited English Proficient Students	NC	56	13985	NC	97	97	NC	399	382	NC	11	18	NC	48	54	NC	41	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	35	401	38994	97	98	98	416	430	409	6	6	10	54	36	47	40	54	41	NA	3	1
Non-Economically Disadvantaged	82	1497	40977	100	99	100	431	461	437	6	2	5	37	22	34	56	67	56	1	10	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	2050	80147	92	98	99	501	515	482	5	3	11	9	7	17	48	44	49	38	46	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	987	39281	92	99	99	498	516	483	4	2	9	12	7	17	53	44	50	32	47	24
Male	63	1063	40780	91	98	98	505	515	482	6	3	12	6	7	17	44	44	48	43	46	24
African American	11	191	4249	92	97	99	459	483	464	9	9	17	27	16	22	64	51	48	NA	24	13
Hispanic	35	339	33494	95	98	99	488	498	466	9	4	15	14	12	23	49	53	49	29	31	14
Asian/Pacific Islander	NC	193	2103	NC	99	99	NC	542	515	NC	3	4	NC	2	8	NC	31	44	NC	65	45
American Indian/Alaskan Native	NC	57	4117	NC	93	96	NC	479	456	NC	7	19	NC	12	27	NC	61	46	NC	19	8
White	66	1270	36122	90	99	99	517	522	501	2	1	5	5	5	10	45	41	50	48	52	35
Students with Disabilities	NC	234	10295	NC	89	92	NC	474	443	NC	14	33	NC	22	26	NC	44	33	NC	20	8
Students without Disabilities	111	1816	69852	100	100	100	504	520	488	5	1	7	8	5	16	48	44	51	40	50	26
Limited English Proficient Students	NC	48	12722	NC	98	97	NC	478	441	NC	10	27	NC	19	33	NC	54	37	NC	17	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	45	405	38371	90	97	97	478	484	465	9	9	15	11	13	23	64	57	49	16	22	13
Non-Economically Disadvantaged	75	1645	41776	93	99	100	515	523	498	3	1	6	8	6	11	39	41	49	51	52	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	2024	79686	92	97	98	477	494	470	5	3	11	18	12	24	70	72	57	7	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	980	39163	92	98	99	479	498	475	4	2	9	16	10	22	74	73	60	7	15	10
Male	63	1044	40438	91	97	97	476	490	465	6	4	13	21	13	25	67	71	54	6	12	7
African American	11	187	4228	92	95	98	460	472	458	9	8	15	18	19	28	73	69	53	NA	4	4
Hispanic	35	335	33299	95	97	98	467	479	452	14	4	17	17	19	32	66	70	47	3	7	3
Asian/Pacific Islander	NC	191	2097	NC	98	99	NC	501	490	NC	3	5	NC	8	13	NC	71	68	NC	18	14
American Indian/Alaskan Native	NC	57	4087	NC	93	96	NC	467	446	NC	9	16	NC	32	38	NC	56	44	NC	4	2
White	66	1254	35914	90	98	98	488	502	489	NA	1	5	17	8	15	73	74	67	11	17	14
Students with Disabilities	NC	211	9808	NC	80	87	NC	462	432	NC	15	35	NC	27	32	NC	52	30	NC	6	3
Students without Disabilities	111	1813	69878	100	100	100	478	498	475	4	1	8	18	10	23	72	74	61	6	15	9
Limited English Proficient Students	NC	42	12594	NC	86	96	NC	446	422	NC	17	34	NC	33	45	NC	50	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	45	393	38095	90	94	97	461	471	452	11	8	17	24	24	32	64	62	48	NA	7	3
Non-Economically Disadvantaged	75	1631	41591	93	98	99	487	500	486	1	2	6	15	9	16	73	74	65	11	15	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	2042	80372	92	98	99	476	501	475	3	1	4	28	14	30	69	79	64	1	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	989	39452	92	99	99	485	513	488	2	1	3	23	9	22	74	83	72	2	8	3
Male	63	1053	40836	91	98	98	467	489	464	3	2	6	32	19	37	65	76	56	NA	3	1
African American	11	192	4264	92	97	99	465	480	465	NA	4	5	55	25	35	45	70	59	NA	2	1
Hispanic	35	339	33608	95	98	99	469	487	462	6	2	6	29	21	36	66	77	57	NA	1	1
Asian/Pacific Islander	NC	191	2098	NC	98	99	NC	517	500	NC	2	2	NC	6	16	NC	77	75	NC	16	7
American Indian/Alaskan Native	NC	60	4128	NC	98	97	NC	483	464	NC	NA	4	NC	27	39	NC	72	56	NC	2	1
White	66	1260	36213	90	98	99	479	506	489	2	1	2	23	11	22	74	82	72	2	6	3
Students with Disabilities	NC	230	10526	NC	87	94	NC	461	427	NC	5	15	NC	41	53	NC	53	31	NC	2	1
Students without Disabilities	111	1812	69846	100	100	100	477	506	482	3	1	3	26	10	26	70	83	69	1	6	2
Limited English Proficient Students	NC	45	12747	NC	92	97	NC	450	432	NC	9	12	NC	31	52	NC	58	36	NC	2	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	45	400	38521	90	96	98	459	480	461	4	2	6	44	29	38	51	67	55	NA	3	1
Non-Economically Disadvantaged	75	1642	41851	93	99	100	486	506	489	1	1	3	17	10	22	80	82	72	1	6	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	2071	79306	94	98	99	520	551	504	5	3	13	17	7	20	54	41	49	24	48	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	1006	38845	98	99	99	525	553	505	5	3	11	6	6	20	65	42	50	24	48	18
Male	45	1065	40383	88	98	98	512	549	504	4	3	14	36	9	19	36	39	47	24	48	19
African American	15	157	4171	100	99	98	489	517	485	7	10	20	33	13	26	53	48	44	7	28	10
Hispanic	25	315	32673	93	97	99	506	531	487	8	5	18	28	11	25	48	50	46	16	34	10
Asian/Pacific Islander	NC	177	2147	NC	99	99	NC	579	539	NC	3	5	NC	4	10	NC	28	46	NC	65	40
American Indian/Alaskan Native	NC	47	4034	NC	94	97	NC	523	479	NC	11	22	NC	11	29	NC	49	43	NC	30	7
White	78	1375	36234	94	98	99	534	556	523	3	2	6	8	6	13	58	39	52	32	52	28
Students with Disabilities	11	231	10286	61	87	91	461	486	462	27	23	41	36	24	27	36	41	27	NA	12	5
Students without Disabilities	113	1840	69020	99	100	100	526	559	510	3	1	9	15	5	18	56	41	52	27	53	21
Limited English Proficient Students	NC	30	10291	NC	97	96	NC	516	458	NC	13	38	NC	17	34	NC	47	26	NC	23	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	29	335	37437	91	96	97	491	515	486	14	10	19	28	16	26	52	51	46	7	23	9
Non-Economically Disadvantaged	95	1736	41869	95	98	100	529	558	521	2	2	7	14	6	14	55	39	51	29	53	27

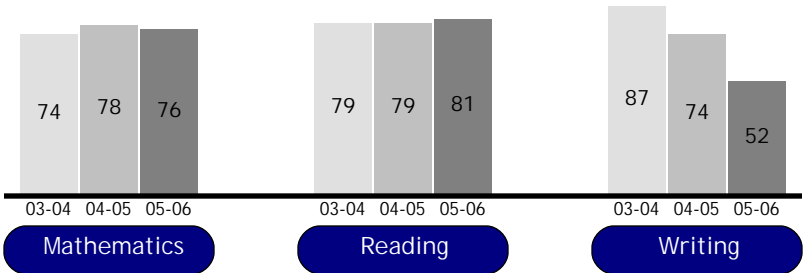
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	124	2042	79000	94	97	98	500	518	489	6	2	10	12	11	24	72	68	58	10	19	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	995	38774	98	97	99	508	522	494	1	1	7	9	8	22	77	70	61	13	20	10
Male	45	1047	40150	88	96	98	486	514	485	16	3	12	18	14	25	62	65	55	4	18	8
African American	15	155	4153	100	97	98	473	491	476	20	6	13	40	26	30	33	61	53	7	6	4
Hispanic	25	312	32508	93	96	98	489	503	472	8	3	15	12	16	33	80	72	49	NA	9	3
Asian/Pacific Islander	NC	176	2142	NC	98	99	NC	530	510	NC	3	4	NC	8	14	NC	61	67	NC	28	16
American Indian/Alaskan Native	NC	44	4016	NC	88	96	NC	494	467	NC	5	14	NC	23	37	NC	66	46	NC	7	2
White	78	1355	36135	94	97	98	512	524	508	3	1	4	5	8	14	79	68	67	13	22	15
Students with Disabilities	11	202	9991	61	76	88	450	473	449	27	13	33	36	39	36	36	41	29	NA	7	2
Students without Disabilities	113	1840	69009	99	100	100	505	523	495	4	1	6	10	8	22	75	71	62	11	20	10
Limited English Proficient Students	NC	30	10199	NC	97	95	NC	467	439	NC	23	35	NC	23	47	NC	50	18	NC	3	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	29	324	37234	91	93	97	472	490	472	21	6	15	17	23	33	62	65	50	NA	6	3
Non-Economically Disadvantaged	95	1718	41766	95	97	99	509	524	505	2	1	5	11	9	16	75	68	65	13	22	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	2066	79611	93	98	99	500	525	496	4	2	7	43	24	37	52	72	56	1	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	1008	39016	96	99	99	516	539	511	1	1	4	33	14	29	65	82	66	NA	3	1
Male	45	1058	40519	88	97	98	473	513	482	9	2	10	60	33	44	29	64	46	2	1	0
African American	15	154	4188	100	97	98	462	511	486	7	3	9	67	37	40	27	59	50	NA	1	0
Hispanic	25	318	32855	93	98	99	498	513	481	4	3	10	48	29	43	48	68	47	NA	1	0
Asian/Pacific Islander	NC	176	2149	NC	98	100	NC	540	519	NC	2	4	NC	16	24	NC	78	70	NC	5	2
American Indian/Alaskan Native	NC	46	3992	NC	92	96	NC	496	478	NC	7	10	NC	41	46	NC	50	44	NC	2	0
White	77	1372	36380	93	98	99	513	529	511	1	1	4	35	21	30	62	75	65	1	2	1
Students with Disabilities	11	228	10664	61	85	94	453	472	440	9	9	23	91	57	54	NA	33	22	NA	0	1
Students without Disabilities	112	1838	68947	98	100	100	505	532	504	4	1	4	38	20	34	57	77	61	1	2	1
Limited English Proficient Students	NC	30	10362	NC	97	97	NC	463	438	NC	17	22	NC	43	57	NC	40	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	29	333	37626	91	96	98	472	502	479	10	5	10	59	38	45	31	56	45	NA	1	0
Non-Economically Disadvantaged	94	1733	41985	94	98	100	509	530	511	2	1	4	38	21	30	59	76	65	1	2	1

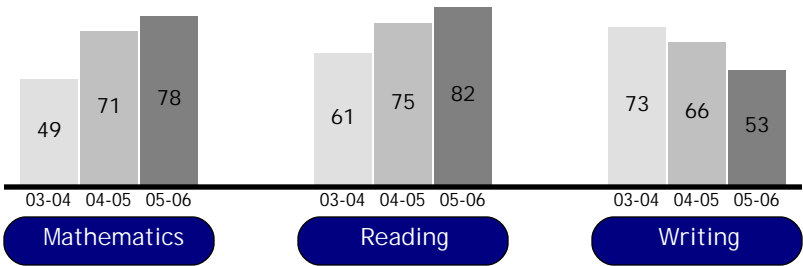
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	50	NA	58	100	49	60	47	99	46	65	46
	Language	100	41	60	50	100	45	58	47	99	41	65	48
	Mathematics	100	58	76	64	100	46	66	50	99	52	73	52
3	Reading	95	61	NA	55	99	49	59	44	93	58	68	46
	Language	96	59	72	61	99	49	57	44	100	52	63	46
	Mathematics	97	70	78	61	100	55	67	51	96	54	75	52
4	Reading	97	70	NA	56	98	58	63	48	92	59	68	52
	Language	96	58	66	52	98	57	63	49	92	61	70	52
	Mathematics	97	72	78	61	98	62	70	53	92	68	76	58
5	Reading	96	66	NA	55	98	56	65	50	94	63	75	56
	Language	95	58	65	49	98	55	65	50	94	65	73	54
	Mathematics	95	71	83	63	98	55	67	49	94	59	78	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum and Instructional Support
- Ü Parent/Educator Communications
- Ü After School Enrichment
- Ü Parent, Staff and Student Surveys
- Ü Funds for Teaching Materials
- Ü Spending of Tax Credit Dollars

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	55.00
Other Professional Staff	3.25	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	2	0	0
4 to 6 years	4	8	0	1
7 to 9 years	3	3	0	0
10 or more years	12	8	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	39
Teachers with Emergency Certification.	11
Percent of teachers in the school with Emergency/Provisional Certification	20%
Percent of core classes not taught by Highly Qualified Teachers	10%

Resources Available at School Site

Special Facilities

- Ü Special Education Preschool
- Ü State of the Art Technology Lab
- Ü Closed-circuit Broadcasting
- Ü Multimedia Center/Library

Extracurricular Activities

- Ü Student Council
- Ü After School Child Care Program
- Ü After School Enrichment Programs
- Ü After School Skills Tutoring Program
- Ü Trendsetters Program
- Ü Lunch time games at Lunch Time
- Ü Morning Announcement Video Broadcast
- Ü Summer Enrichment Programs

Social Services

- Ü National Free/Reduced Breakfast program
- Ü Social Worker on campus
- Ü Access to District Family Resource Ctr.
- Ü Prevention Counselor Services
- Ü Health Services
- Ü Character Education programs
- Ü DES Services (For Childcare)
- Ü School Psychologist

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü Lomas showed an increase in achievement on goals for 2005-2006. In grades K-5, we improved students' skills in writing, reading, math & technology use. The community satisfaction service provided by the school was rated high.
- Ü Lomas Kindergartners spend 15 minutes per day in Computer-Assisted-Instruction in Phonemic Awareness & Phonics activities. At-risk students receive K-3 Academic Intervention & 4th-5th grade receive reading and math intervention time daily.
- Ü Lomas K-5th grade students increased their technology skills using wireless laptops in their classrooms. They were able to take assessments online, keep ongoing writing portfolios, improve math skills and technology skills.
- Ü Lomas student discipline showed a decrease from August, 2005 to May, 2006 since the Character Education program has been used in our school.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Students, staff, parents and community members feel safe and are safe at Lomas at all times. We will provide comprehensive prevention and intervention systems that will ensure a positive and safe learning environment. Through Title IV funds we have a prevention counselor on our campus one day per week, counseling groups are offered weekly on anger management, divorce, social skills and adapting to change. Character Count Education is a big part of our curriculum and discipline policy at Lomas.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Evelyn Michell	(480) 783-2800
Transportation Policy	Dave Franklin	(480) 783-4230
Community Resources	Jennifer Grentz	(480) 783-4029
School Nutrition Programs	Stephanie Jones	(480) 783-2896
Parent Organization	Lori Trujillo	(480) 783-2800
Student Health/Nurse	Vicky Turpin	(480) 783-2884

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.